

Guide to Reports

Spring 2008



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INTRODUCTION

This guide was developed to assist educators in understanding and using the Spring 2008 Michigan Merit Examination (MME) results.

The reports prepared for the MME include both individual-level reports (Parent Reports, Individual Student Reports, Student Rosters, and Student Record Labels) and aggregate-level reports (Demographic Reports, Summary Reports, and Comprehensive Reports).

The aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three student population groups: 1) all students, 2) students with disabilities, and 3) all except students with disabilities.

Reports included in the district and school packets are listed in the table on the next page. Included in the table is a brief description of each report, a list of the student populations represented in the report, and the report recipients. Detailed descriptions and key components of the reports are provided in Section 3 of this document as well.

The Office of Educational Assessment and Accountability welcomes your comments and feedback. We are committed to providing Michigan students, educators, parents, and other stakeholders an assessment program of the highest quality and reliability.

SPRING 2008 MME REPORT LIST

Report Title	Type Sent To	Report Description*							
Student Roster	Student School	MME scale scores, MME performance levels, MME constructed response item scores, and MME strand scores for each student on the roster (mathematics subscores are reported by standard)							
Student Record Label	Student School	MME scale scores and MME performance levels in label format for student record folders							
Parent Report	Student School	MME scale scores, MME performance levels, MME strand scores, ACT scores, and WorkKeys scores							
Individual Student Report	Student School	MME scale scores, MME performance levels, MME constructed response item scores, MME strand scores (standard scores for mathematics), ACT scores, and WorkKeys scores							
Demographic Report**	School School, District District District State ***	MME mean scale scores (for demographic subgroups with 10 or more students)							
Summary Report**	School School, District District District State ***	MME mean scale scores, the percentage of students attaining each performance level, the percentage of students scoring within each MME strand score range, and the percentage of students attaining each MME constructed response item score. Strand-level information is reported by administration type (Initial, Makeup, or Accommodated)							
Comprehensive Report	District District ISD***	MME mean scale scores and the percentage of students attaining each performance level. District reports display one row of data for the district and one row for each public school academy in the district. ISD reports display one row of data for the ISD and one row for each district or public school academy in the ISD							

^{*} All reports present data broken out by subject. MME strand or standard scores are presented where applicable.

^{**} Separate reports are produced for three groups:

¹⁾ all students, 2) students with disabilities, and 3) all except students with disabilities

^{***} Reports are produced only in PDF form for retrieval from the OEAA Secure Site.

SECTION 1: SCORING

Definitions

Item Scores (MME)

There are two types of items on the MME, Multiple Choice (MC) and Constructed Response (CR) items. Item scores are used to create sub-content area scores (i.e., strand scores) and used in the statistical models and transformations that result in scale scores. The statistical models used to create scale scores are indifferent as to whether the items come from the ACT, WorkKeys, or the Michigan components of the MME.

Multiple Choice Item Scores (MME)

The majority of the MME is comprised of MC items. On these items, students select from the available options, only one of which is a correct response to the item. Students who select only the correct option receive a score of one (1) on a multiple choice item. Students who select one of the incorrect options, multiple options, or did not respond receive a score of zero (0). The string of responses from the multiple choice items (e.g. 1,0,0,0,1,...,1) serve as partial input for the statistical models used to derive scale scores. All multiple-choice items are scanned and scored by computer.

Due to the security requirements of the ACT and WorkKeys assessments, no individual MC item scores are reported.

Constructed Response Item Scores (MME)

There are two CR items on the MME: the ACT writing prompt and the Michigan social studies writing prompt. On these items, students are presented with a prompt indicating what they should write about and how the responses will be scored. Each individual student's response is scored according to a scoring rubric (see scoring rubrics on pages 8-9).

All constructed-response items requiring extended written responses are evaluated by human scorers. The technique used in English language arts (ELA) is holistic scoring, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or 'whole' impression and assign a score. The technique used in social studies is analytic scoring in which responses

must meet specific criteria. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in scoring. Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses. Due to the high-stakes nature of these large-scale assessments, OEAA staff members have taken every step possible to minimize scoring subjectivity.

On the ACT writing prompt, attainable scores range from 2-12 for scored responses. Dashes (--) are reported where student responses could not be scored (as well as a condition code indicating why the response was not scored). Where applicable, comment codes are also reported indicating the reasons that individual students received the scores they did (see comment and condition codes on page 10).

On the Michigan social studies writing prompt, two raters independently score each student's response for social studies content on a scale from 0-5 (see social studies rubric on page 9). In addition, two other raters independently score each student's response for writing content on a scale from 0-6 (see English language arts rubric on page 8). Each rater's score is reported independently on the MME score reports. Responses that could not be scored are given a score of zero (0), and a condition code is reported indicating why the response was not scored. Where applicable, comment codes are also reported indicating the reasons that individual students received the scores they did.

Pearson Educational Measurement (PEM) was the contractor for the handscoring of the Michigan social studies prompt. ACT, Inc. was responsible for the handscoring of the ACT writing prompt.

Because of the proprietary nature of the ACT writing prompt and the ACT handscoring process, they cannot be reviewed in detail. However, the PEM process was designed collaboratively by PEM and by OEAA. In that process, scorers received extensive training and were required to pass a qualifying test before being permitted to score student responses. During the scoring process, periodic quality control checks are in place to ensure that scorers are evaluating responses consistently.

On the MME, every CR is read and evaluated by at least two scorers. The second scorer never sees the score given by the first scorer. If the first and second scores are not within one point of each other, the response is sent to an experienced third scorer for resolution. However, the training and qualifying processes are so thorough that third readings are infrequent.

Scale Scores (MME)

With the exception of overall ELA, MME scale scores are created from statistical scoring models that make use of each student's responses to both the Multiple Choice (MC) and Constructed Response (CR) items.

The purpose is to model students' overall achievement on each subject. The MME ELA scale score is the average of the MME writing scale score and the MME reading scale score for the student. MME scale scores are equated from year to year and form to form, meaning that any differences in the difficulty of items from one year to the next or from one form to the next are accounted for in the calculations of the scale score for the current cycle. Therefore, MME scale scores from the same subject can be compared against each other regardless of the year or form of the MME the student took.

The MME scale scores are explained in greater detail in Section 2 of this Guide to Reports.

Strand Scores (MME)

MME strand scores are reported as the number of points earned in a particular sub-content area (e.g. the number of points earned in "probability" or "function families" as a sub-content area of mathematics). Unlike scale scores, the strand scores are not equated from year to year and are sample dependent. As a result, strand scores cannot be compared from year to year. In addition, the difficulty of items from one strand may be very different than the items from another strand, so it is not appropriate to compare scores from different strands within the same year.

Strand scores from within the same subject can be reasonably interpreted in relation to the average strand score. For example, for a student who scores far above the average score on one strand, but far below the average score on another strand, it is reasonable to interpret the scores as indicating that the student has greater needs in the strand where he or she scored far below average. Points possible per strand may differ by administration type (Initial, Makeup, or Accommodated), so it is not appropriate to compare strand scores from different administration types.

NOTE: New for Spring 2008, mathematics subscores are reported by standard.

Performance Levels (MME)

MME scale scores within each subject area can be described in ranges. The labels applied to these ranges are known as performance levels. The MME performance levels are: (1) Advanced, (2) Proficient, (3) Partially Proficient, and (4) Not Proficient. The divisions between the levels are often referred to as *cut scores or standards*.

The cut scores are recommended by a panel comprised of educators and other stakeholders throughout the state in a process known as standard setting. To set these standards, the panel uses detailed

descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the score that best separates each performance level from the next to the Michigan Superintendent of Public Instruction. The Superintendent of Public Instruction then recommends the results of the standard setting (or modifications of these standards) to the Michigan State Board of Education (SBE). The SBE is the authority who approves the final cut scores and performance level ranges.

While the performance level descriptors necessarily differ by subject area, student achievement, as defined by the obtained performance level, can be reasonably compared across subjects. Such a comparison could be used to indicate whether students are meeting Michigan performance expectations in each subject.

ACT Scores

The ACT composite score is an overall college readiness score that is created from the ACT scores in English, reading, mathematics, and science. The scoring range for the ACT is 1 to 36 for English, reading, mathematics, science, and for the overall score.

The ACT writing score is derived from the scores on the writing prompt administered as an add-on to the regular ACT assessment. It is scored from 2-12 for student responses that are able to be scored, and is scored as dashes (--) for responses that are not able to be scored (along with a condition code indicating why the response was not scored).

WorkKeys Scores

The WorkKeys score categories are: < 3, 3, 4, 5, 6, and 7. Each score category represents a described level of performance and is an indicator of work readiness in applied mathematics and reading for information. The WorkKeys scale cannot reliably distinguish between students scoring less than a 3. For this reason, a <3 symbol is reported for all students with scores of less than 3.

Scoring Rubrics

The Michigan social studies persuasive civic writing prompt was scored for both social studies and writing content. The rubrics used for scoring this item are provided on the following pages. The ACT extended writing prompt rubric is not presented here because it is proprietary information of ACT, Inc.

English Language Arts Scoring Rubric

Points	Description
6	The response takes a position on the issue in the prompt, shows clear understanding of that issue, and maintains focus across the response. The position is supported thoroughly and consistently with specific, logical reasons and/or examples. The response may demonstrate insight and complexity by evaluating various implications of the position and/or by responding to arguments that differ from the writer's position. Organization is well controlled, with a logical sequence of reasons and strong transitions and relationships among reasons. The response shows a good command of varied, precise language that supports meaning. Few, if any, errors distract the reader.
5	The response takes a position on the issue in the prompt, shows clear understanding of that issue, and is focused through most of the response. The position is supported with specific logical reasons. The response may show recognition of complexity by partially evaluating implications of the issue, or by responding to arguments that differ from the author's position. Organization is generally controlled, with occasional lapses in sequencing and/or relationships among reasons. Language is competent and supports meaning. Errors are rarely distracting.
4	The response takes a position on the issue in the prompt, shows an understanding of that issue, and is generally focused. The position is supported adequately, and may be an uneven mixture of general and specific reasons. The response may show some recognition of complexity by responding to some arguments that differ from the writer's position. Some organization is evident in the sequencing and relationships of reasons. Language is adequate. Errors may distract, but do not interfere with meaning.
3	The response takes a position on the issue in the prompt, shows some understanding of the issue in the prompt, but may not remain focused. The position is supported with reasons that may be limited and/or repetitious. The response may also mention an argument that opposes the writer's position. Organization may be uneven, but there are clusters of sequenced and related reasons. Language may be limited. Errors may occasionally interfere with meaning.
2	The response takes a position, but shows little understanding of the issue in the prompt, or takes an unclear position. Support may be so minimal or unclear that organization may not be apparent. Language may be simple. Errors may interfere with meaning.
1	The response takes no position, or takes a position with no support, showing little or no understanding of the issue in the prompt. There is little or no evidence of an organizational structure, or of sequencing and connecting reasons. Language may be limited and contain errors that detract from meaning.
0	A Off topic B Written in a language other than English/Illegible C Blank

Social Studies Scoring Rubric

Points	Description
5	The supporting prior knowledge, data, and core democratic value used by students must be explained in enough
	detail to show a clear connection to the position taken in order to receive credit. In order to receive a 5-point score,
	the response must:
	Give a clearly stated position on the issue and support their position
	 Do not accept those who do not take a stand, who say someone else (parents, school, or government) should decide
	2. Provide at least one supporting point that is based on core democratic values of American constitutional
	democracy that is explained in enough detail to show a clear connection to the position taken.
	Do not accept if this support contradicts stated position
	3. Provide one (or more) piece(s) of accurate, valid, and relevant supporting social studies information that comes from the student's prior knowledge (information other than that supplied by the Data Section or a Core Democratic Value) that is explained in enough detail to show a clear connection to the position taken.
	Do not accept feelings or opinions. Support must be factual.
	Do not accept if this support contradicts stated position
	4. Provide one reason that acknowledges an argument from the opposing viewpoint and refutes that argument.
	Do not accept merely an acknowledgment that opposing viewpoints exist.
	5. Provide one (or more) piece(s) of accurate, valid, and relevant supporting information from the Data Section that
	is explained in enough detail to show a clear connection to the position taken.
	Do not accept if this support contradicts stated position
4	In order to receive a 4-point score, the response must:
	Give a clearly stated and supported position on the issue, and
	Contain at least 3 of the remaining 4 elements listed above.
3	In order to receive a 3-point score, the response must:
	Give a clearly stated and supported position on the issue, and
	Contain at least 2 of the remaining 4 elements listed above.
2	In order to receive a 2-point score, the response must:
	Give a clearly stated and supported position on the issue, and
	Contain at least 1 of the remaining 4 elements listed above.
1	In order to receive a 1-point score, the response must:
	Give a clearly stated and supported position on the issue.
0	Response shows no evidence of a clear position or the position is not supported in any way.

Comment and Condition Codes

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English Language Arts:

Michigan Writing

Comment Codes

- Lacks focus on one central idea.
- Demonstrates limited control over sentence structure, vocabulary and/or conventions.
- Needs details and examples to adequately develop the ideas and content.
- 4 Lacks coherent organization and/or connections between ideas.
- 5 Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.
- 6 Needs tighter control of organization and/or the connections among ideas to get a higher score.
- 7 Needs greater precision and maturity of language use to get a higher score.
- 8 Earned highest score point of 6.

Condition Codes

- A Off topic / Insufficient
- B Written in a language other than English / Illegible
- C Blank

ACT Writing

Comment Codes

Make and Articulate Judgments

- 20 Your essay responded to the prompt by taking a position on the issue.
- 21 Your essay responded to the prompt by taking a clear position on the issue.
- 22 Your essay acknowledged counterarguments on the issue but did not discuss them.
- 23 Your essay showed recognition of the complexity of the issue by addressing counterarguments.
- 24 Your essay showed recognition of the complexity of the issue by partially evaluating its implications.
- 25 Your essay addressed the complexity of the issue by fully responding to counterarguments.
- 26 Your essay addressed the complexity of the issue by evaluating its implications.

Develop Ideas

- 30 Your essay provided very little writing about ideas. Try to write more about the topic.
- 31 The ideas in the essay needed to be more fully explained and supported with more details.
- 32 Your essay used some specific details, reasons, and examples, but it needed more of them.
- 33 Your essay adequately supported general statements with specific reasons, examples, and details.
- 34 General statements in your essay were well supported with specific reasons, examples, and details.
- 35 Your essay effectively supported general statements with specific reasons, examples, and details.

Sustain Focus

- 40 Your writing did not maintain a focus on the issue. Try to plan your essay before you write.
- 41 Your essay focused on the general topic rather than on the specific issue in the prompt.
- 42 Your essay maintained focus on the specific issue in the prompt.

Organize and Present Ideas

- 50 Your essay lacked organization. Try to plan and arrange your ideas logically.
- 51 Your essay was not clearly organized. Try to plan and arrange your ideas logically.

ACT Writing

Comment Codes (continued)

Organize and Present Ideas (continued)

- 52 Your essay showed basic organization structure, but the ideas needed to be more clearly connected.
- 53 The organization of the essay was adequate, but the rigid structure seemed to limit discussion.
- 54 Your essay was well organized, making it easy to understand logical relationships among ideas.
- 55 The logical sequence of ideas in your essay fit its persuasive purpose well.

Communicate Clearly

- 60 Grammar, spelling, and punctuation errors made your essay difficult to understand.
- 61 Grammar, spelling and punctuation errors were distracting. Proofread your writing.
- 62 Using correct grammar and more varied sentence structures would improve your essay.
- 63 Using more varied sentence structures would make your essay clearer and more engaging.
- 64 Using more sentence variety and precise word choice would make your essay clearer and more engaging.
- 65 Some varied sentence structures and precise word choice added clarity and interest to your writing.
- 66 Your essay showed a good command of language by using varied sentences and precise word choice.

Condition Codes

- 01 The pages submitted for the Writing Test could not be scored. No score is possible if the pages were left blank or were marked void at the test center, or if the essay is illegible, is not written in English, or does not respond to the prompt. In any of these cases, no Combined English/Writing score or Writing subscore can be reported.
- 02 A Combined English/Writing score and Writing subscore can be reported only when there is a valid English score. Because there were no responses to any items on the multiple-choice English Test, no Combined English/Writing or Writing subscore can be reported.

Social Studies:

Comment Codes

- 1 Gives a clearly stated and supported position on the issue.
- 2 Provides support that is based on core democratic values of American constitutional democracy.
- 3 Provides accurate, valid, and relevant supporting information from the data section.
- 4 Provides accurate, valid, and relevant supporting social studies information from prior knowledge.
- 5 Provides an argument from an opposing position, and then refutes that argument.

Condition Codes

- A Off topic / Insufficient
- B Written in a language other than English / Illegible
- C Blank

Score Categories and Scale Score Ranges

Spring 2008

SUB	JECT	Level 4 Not Proficient	Level 3 Partially Proficient	Level 2 Proficient	Level 1 Advanced
MATHEMATI	cs	(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)
SCIENCE	SCIENCE		(1087-1099)	(1100-1142)	(1143-1250)
SOCIAL STU	DIES	(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)
ENGLISH LANGUAGE	Reading	(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)
ARTS (ELA)	Writing	(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)
	Total ELA*	(950-1064)	(1065-1099)	(1100-1151)	(1152-1250)

^{*}The Total ELA scale score is the average of the reading and writing scale scores.

SECTION 2: EXPLAINING THE MICHIGAN MERIT EXAMINATION SCALE SCORE

There are two important questions about the Michigan Merit Examination (MME) that are answered in this section:

- 1. What is the relationship between ACT, WorkKeys, and MME scores?
- 2. What is the relationship between the number of points earned on the MME and the scale score?

What is the relationship between ACT, WorkKeys, and MME scores?

Students who take the MME receive separate ACT and WorkKeys scores that are based on a separate scoring system that is proprietary information of ACT, Inc. The overall MME score is derived from the *complete set of test items* answered by each student for each subject, regardless of where those test items come from (i.e., the ACT, WorkKeys, or Michigan components).

What is the relationship between the number of points earned on the MME and the scale score?

On the old high school MEAP assessment, there was a table for each subject area that described a one-to-one relationship between the number of points earned by a student and the scale score earned by the student. This one-to-one relationship between points earned and scale score is a by-product of the statistical scoring model used for scoring the high school MEAP assessment. That scoring model worked relatively well for the high school MEAP assessment, but is problematic for the MME for two reasons:

- 1. The items on the MME tend to be significantly harder than the items on the high school MEAP assessment. The increased difficulty tends to lead to higher levels of guessing on items by students. The scoring model for the high school MEAP assessment did not account for guessing behavior.
- 2. The items on the MME vary widely in their ability to distinguish between students with high and low achievement. Therefore, some items give significantly more information about the level of achievement of individual students than other items. The variation in the information provided by each item was not incorporated in the high school MEAP assessment scoring model.

Inaccurate scores could occur for a significant number of students if these realities were not accounted for. Therefore, a different statistical scoring model has been applied to the MME. This model takes into account the increased level of guessing on the MME. It also incorporates differences in information about student achievement provided by different items. This model is well-researched, well-validated, and well-implemented in many testing programs.

In this more sophisticated model, there is still a strong relationship between the number of points earned and the scale score received by an individual student, but it is no longer a one-to-one (linear) relationship. Students who earn the same number of points will not necessarily have the same scale score, although the scale scores will be similar. Three concrete examples are given below showing how this can occur:

- A. Jim and Sue both earned 40 out of 50 points, but Sue earned a higher scale score. For the most part, both Jim and Sue got the same items right and wrong, but there were some items on which they differed. The items that only Sue answered correctly tended to be much more difficult than the items that only Jim answered correctly. As a result, Sue's scale score was higher than Jim's.
- B. Jane and John both earned 25 out of 50 points, but Jane earned a higher scale score. For the most part, both John and Jane got the same items right and wrong, but there were some items on which they differed. The few items that only Jane answered correctly provide a lot of information about whether a student is a high achiever. The items that only John answered correctly were less informative about students' level of achievement. Therefore, Jane's scale score was slightly higher than John's.
- C. Betty and Bill both earned 29 out of 50 points, but Bill earned a higher scale score. For the most part, both Bill and Betty got the same items right and wrong, but there were some items on which they differed. The few items that only Betty answered correctly had correct answers that were relatively easy to guess. On the other hand, the items that only Bill answered correctly had correct answers that were quite difficult to guess. Therefore, Bill's scale score was slightly higher than Betty's.

In the new MME scoring model, it is the *pattern* of correct and incorrect responses that determines a student's scale score rather than the *number of points* earned by that student. This reflects that there are many different ways to earn the same number of points, some of which indicate greater achievement than others.

The high school MEAP assessment used a simple Item Response Theory (IRT) model: the Rasch Partial Credit (1-parameter) model. In contrast, the MME uses a more sophisticated IRT model: the Generalized Partial Credit (3-parameter) model. There were two strong reasons for selecting the 3-parameter model over the 1-parameter model.

First, the ACT items tend to be harder than the items on the old high school MEAP assessment, and therefore, students are more likely to guess on those items. The more sophisticated model adjusts to some degree for guessing behavior (but it does not penalize students for guessing).

Second, with the high school MEAP assessment, the Michigan Department of Education (MDE) was able to control the construction of the test to maximize fit to the Rasch model, which makes a strong assumption that all items in an assessment are equally related to overall achievement. With the MME, the items used for at least half of each subject lie outside the control of MDE, and the fit to the Rasch model cannot be maximized through regular test construction practices. The more sophisticated model incorporates the degree to which individual items are related to the overall set of items being used to measure student achievement rather than making the assumption that all items are equally informative about student achievement.

SECTION 3: REPORT DESCRIPTIONS

Michigan Merit Examination Sample Reports Spring 2008

The sample reports included in this Guide to Reports are intended to provide examples of the report formats, data organization, and types of information contained in each report.

These sample reports were printed prior to availability of real data. Data contained in these sample reports do not refer to any specific district, school, assessment item, or any specific student.

English Language Arts and Social Studies Student Rosters

The Student Roster provides detail information for each student assessed, reported by class or group. The detail information includes student scores for each strand assessed within each subject area. This report may include multiple pages to report all strands. Page numbers are printed in the center at the bottom of each report page. Sample English language arts and social studies student rosters are presented on the following three pages.

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the subject area. The teacher name and class/group code (if provided by the school), the school name and code, and the district name and code are also reported.

Section B lists each student's name followed by their unique identification code (UIC) and date of birth (DOB). The list of students is broken out by the administration in which they participated: Initial, Makeup, Accommodated, or Other (the emergency administration or any combination of multiple administrations). The number of students participating in each administration is also reported.

Section C provides the following information for reading, writing, and total ELA, or social studies detailed by student:

- Scale Score
- Performance Level
- The following information by strand (e.g., language, literature/culture, etc.):
 - o Number of possible points
 - o Number of points earned by the student
- The following information for the ACT and Michigan constructed response items:
 - o Ratings (constructed response score points)
 - Comment and condition codes

NOTE: Where students participated in the "Other" administration, no strand score information is presented because of differences in possible points across administrations (See page 18 – Other Administration).

NOTE: "NA" in the Performance Level column indicates that the student did NOT receive a valid MME score in that subject area and does NOT count as assessed in that subject area. Any of the four issues listed below will result in the student receiving an MME score that is NOT valid:

- 1) student received a **nonstandard accommodation** during test administration (strand subscore data will be reported)
- 2) student did not meet attemptedness in one or more of the required components for that subject
- 3) student was dismissed for prohibited behavior during the test administration
- 4) student was involved in a test **misadministration** on the part of the school



District Code: 00040

STUDENT ROSTER

DRAFT Revised - 3/4/2008



District Name: WANTTOBETTER PUBLIC SCHOOL

Grade 11 Spring 2008 ENGLISH LANGUAGE ARTS

Teacher Name: LAST, FIRST Class/Group: 1234

School Name: SUPERIOR HIGH SCHOOL

School Code: 34567

	MN	AE R	eadi	ng					М	ME Writing				Total		
										ACT Writing			higan riting			
	Scale Score	Performance Level	Reading	Literature/Culture	Scale Score	Performance Level	Writing/Expressing	Language	Rating	Comment/ Condition Codes		Katings	Comment/ Condition Codes	Scale Score	Performance Level	
itial Administration	\Box														П	
Possible Points			59	16			99	67	12	(C	6	6				
Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890	954	4	35	8	1017	4	34	21	5		2	2		986	4	
Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1150	1	57	15	1200	1	73	65	12		6	6	8	1175	1	
Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	954	4	22	6	1017	4	34	31	0	01	2	1	1,4	986	4	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1017	4	33	7	954	4	22	21	4		1	1		986	4	
Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1217	1	57	16	1154	1	67	64	11		5	5		1186	1	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	1154	1	56	15	1217	1	70	65	12		5	5		1186	1	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1117	2	56	13	1154	1	67	63	11	26,35,55,66	5	5		1136	2	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890	954	4	21	6	1117	2	62	51	9		0	0		1036	4	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1117	2	46	12	954	4	22	24	4		0	0	Α	1036	4	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	994	4	23	7	1117	2	62	52	9	30,40,50,60	4	4		1056	3	
Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890	1117	2	50	11	1150	1	68	63	10		5	5		1134	2	
Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	984	4	34	6	1107	2	60	51	8		4	4	8	1046	4	
Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	997	4	32	5	1024	4	36	21	4		2	2		1011	4	
		\Box														



A

STUDENT ROSTER

DRAFT Revised - 3/4/2008



Grade 11 Spring 2008 Teacher Name: LAST, FIRST Class/Group: 1234

	MN	AE R	eadir	ng	_				M	ME Writing	_			MN Total		
	Scale Score	Performance Level	Reading	Literature/Culture	Scale Score	Performance Level	Writing/Expressing	Language	Rating	Comment/ Condition Codes		Katings	Comment/ Condition Codes	Scale Score	Performance Level	
Possible Points	\vdash		58	17	-	_	99	64	12	(c)	6	6			\vdash	
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1088	3	44		1099	3	41	44		01	2	2	1,4	1094	3	
No. of Students Reported = 9,999	F															
ccommodated Administration		-							-							
Possible Points			55	17			99	62	12		6	6				
Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1250	1	55	16	1250	1	99	62	12	26,35,55,66	6	6	6	1250	1	
No. of Students Reported = 9,999																
ther Administration																
Possible Points									12		6	6				
Lastnamexxxxxxxxx. Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1107	2			1144	2			12		6	6	6	1126	2	
No. of Students Reported = 9,999																
		ļ,									<u> </u>			ļ.,		
Performance Level Reading S 1 - Advanced	00	ce,Bac		0000x	3 Scale		s.Bans	0	otal El	000K)	DRE.					





STUDENT ROSTER

DRAFT - Revised 3/4/2008



District Name: WANTTOBETTER PUBLIC SCHOOL

District Code: 00040

Grade 11 Spring 2008 MME SOCIAL STUDIES Teacher Name: LAST, FIRST

Class/Group: 1234 School Name: SUPERIOR HIGH SCHOOL

School Code: 34567

				_	S	Subs	score	es	_	_		onstr Respo	ucted
Performance Level	- 1	mance		History	Geography	Civics	Economics	Frommer		Decision Making		Ratings	Comment /
					-				1				
		T											
1			10	0 1	10	10	10	0 5	5	10	5	5	
2 7	1103	3 2	7	1	8	8	7	3	3	7	3	4	
												6	
									1				
1			10	0 1	10	10	10	5	5	10	5	5	
2 7	1145	5 2	7		9	7	7	5	5	8	4	4	
								i					
									1				,
											5	5	
2	1149	2									3	3	
										\exists			
					. [

Performance Level 1 - Advanced 2 - Proficient

Scale Score Range (XXXX-XXXX) (XXXX-XXXX) (XXXX-XXXX) (XXXX-XXXX)

Page 1

Spring 2008 Run Date:mm/ddd/yy batchxxx-dstschoode-0000000

Mathematics and Science Student Rosters

The Student Roster provides detail information for each student assessed, reported by class or group. The detail information includes student scores for each strand assessed within each subject area. Page numbers are printed in the center at the bottom of each report page. Sample mathematics and science student rosters are presented on the following two pages.

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the subject area. The teacher name and class/group code (if provided by the school), the school name and code, and the district name and code are also provided.

Section B lists each student's name followed by their unique identification code (UIC) and date of birth (DOB). The list of students is broken out by the administration in which they participated: Initial, Makeup, Accommodated, or Other (the emergency administration or any combination of multiple administrations). The number of students participating in each administration is also reported.

Section C provides the following information for mathematics or science, detailed by student:

- Scale Score
- Performance Level
- The following information reported by strand (for science) and by standard (for mathematics):
 - Number of possible points
 - Number of points earned by the student

NOTE: New for Spring 2008, mathematics subscores are reported by standard.

NOTE: Where students participated in the "Other" administration, no strand score information is presented because of differences in possible points across administrations (See page 18 – Other Administration).

NOTE: "NA" in the Performance Level column indicates that the student did NOT receive a valid MME score in that subject area and does NOT count as assessed in that subject area. Any of the four issues listed below will result in the student receiving an MME score that is NOT valid:

- 1) student received a **nonstandard accommodation** during test administration (strand subscore data will be reported)
- 2) student did not meet attemptedness in one or more of the required components for that subject
- 3) student was dismissed for prohibited behavior during the test administration
- 4) student was involved in a test **misadministration** on the part of the school

Grade 11





DRAFT - Revised 3/5/2008

STUDENT ROSTER Example of Not Attempted or Prohibited Behavior or Misadministration or Do Not Score



Teacher Name: LAST, FIRST Class/Group: 1234 Spring 2008

School Name: SUPERIOR HIGH SCHOOL

School Code: 34567

District Name: WANTTOBETTER PUBLIC SCHOOL MME MATHEMATICS District Code: 00040

Subscores Reasoning Figure Properties Bivariate Data Performance Probability Univariate Initial Administration **Possible Points** 12 35 6 20 12 6 24 2 1 17 1 2 Lastnamexxxxxxxxx, Firstnamex I. 0 1000 9 0 2 0 UIC: 1234567890 Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 6 16 2 9 0 5 0 2 1057 0 3 Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 8 3 3 2 1 3 0 954 Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 5 17 2 8 7 2 8 0 0 4 Lastnamexxxxxxxx, Firstnamex I. 10 24 4 13 12 3 13 2 0 7 1 2 UIC: 1234567890 DOB: 99/99/9999 Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 12 33 5 18 12 5 18 2 Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 954 2 10 2 2 4 0 2 0 0 1 0 0 Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 NA Lastnamexxxxxxxx, Firstnamex I. 12 31 6 19 11 4 19 2 1 9 1 2 1154 UIC: 1234567890 Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 957 4 7 2 4 5 2 4 0 0 3 0 0 Lastnamexxxxxxxx, Firstnamex I. 4 8 1 5 4 1 5 0 0 2 0 0 954 UIC: 1234567890 DOB: 99/99/9999 Lastnamexxxxxxxxx Firstnamex I. 1057 3 7 15 2 8 8 3 8 1 0 5 0 1 UIC: 1234567890 Lastnamexxxxxxxxx, Firstnamex I. 954 4 8 1 4 4 1 4 0 0 2 0 0 UIC: 1234567890 DOB: 99/99/9999 Lastnamexxxxxxxxxx. Firstnamex I. 9 13 3 8 8 2 8 1057 3 0 0 4 UIC: 1234567890 DOB: 99/99/9999 Lastnamexxxxxxxxx Firstnamex I. 4 3 7 0 5 3 1 5 0 0 1 0 0 No. of Students Reported = 9,999 NA - Score Data are unavailable in this subject for this student because valid data for one or more components of

Performance Level

2 - Proficient

3 - Partially Proficient 4 - Not Proficient

Scale Score Range (XXXX-XXXX)

(XXXX-XXXXX)

(XXXX-XXXX)

(XXX-XXXX)

Page 1

the subject are not available. See Guide to Reports for more information.

Spring 2008 Run Date: mm/dd/vy batchxxx-dstschcode-0000000



STUDENT ROSTER

DRAFT - Revised 3/4/2008

Teacher Name: LAST, FIRST



Grade 11 Spring 2008

Class/Group: 1234
School Name: SUPERIOR HIGH SCHOOL

Performance Level	0		Tite Science	P.			Scale Score	Performance Level	Construct Knowledge	Reflect Knowledge	Life Science	Physical Science	Earth Science	
3	35	8	15	12	12									
3	35	8	15	12	12	Initial Administration (cont.)						_		
3		6		-	1.60	Possible Points			35	8	15	12	12	<u> </u>
	18		14	11	12	Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1058	3	19	4	6	6	7	3
4	40.000	40	6	7	7	No. of Students Reported = 9,999								
	7	2	4	4	4									
3	15	5	5	8	8	Makeup Administration								
2	23	6	10	9	9	Possible Points			34	9	15	12	12	
1	31	8	14	11	11	Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1123	2	28	6	12	9	12	
4	2	2	2	2	2	No. of Students Reported = 9,999								
3	13	3	7	5	5									
1	31	8	13	10	10	Accommodated Administration								
4	4	2	4	4	4	Possible Points			33	10	15	12	12	
4	5	3	5	5	5	Lastnamexxxxxxxx, Firstnamex I, UIC: 1234567890 DOB: 99/99/9999	1240	1	33	8	15	12	12	!
3	16	5	6	6	6	No. of Students Reported = 9,999								
4	8	2	2	2	3									
3	17	5	10	7	7	Other Administration								
4	3	1	3	3	3	Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999	1111	2						
1	35	7	15	12	11	No. of Students Reported = 9,999								
S	1 4 3 1 4 4 3 4 1 1 SCOOT XXXXX	1 31 4 2 3 13 1 31 4 4 4 5 3 16 4 8 3 17 4 3 1 35	1 31 8 4 2 2 3 13 3 1 31 8 4 4 2 4 5 3 3 16 5 4 8 2 3 17 5 4 3 1 1 35 7	1 31 8 14 4 2 2 2 3 13 3 7 1 31 8 13 4 4 2 4 4 5 3 5 3 16 5 6 4 8 2 2 3 17 5 10 4 3 1 3 1 35 7 15	1 31 8 14 11 4 2 2 2 2 2 3 13 3 7 5 1 31 8 13 10 4 4 2 4 4 4 5 3 5 5 3 16 5 6 6 4 8 2 2 2 3 17 5 10 7 4 3 1 3 3 1 35 7 15 12	1 31 8 14 11 11 4 2 2 2 2 2 2 3 13 3 7 5 5 1 31 8 13 10 10 4 4 2 4 4 4 4 5 3 5 5 5 3 16 5 6 6 6 4 8 2 2 2 3 3 17 5 10 7 7 4 3 1 3 3 3 1 35 7 15 12 11	1 31 8 14 11 11 Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 4 2 2 2 2 2 2 No. of Students Reported = 9,999 3 13 3 7 5 5 1 31 8 13 10 10	1 31 8 14 11 11 Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 1123 4 2 2 2 2 2 2 No. of Students Reported = 9,999 3 13 3 7 5 5 Accommodated Administration 4 4 2 4 4 4 Possible Points 4 5 3 5 5 5 Lastnamexxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 1240 3 16 5 6 6 6 No. of Students Reported = 9,999 4 8 2 2 2 3 Other Administration 4 3 1 3 3 3 Lastnamexxxxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 1111 1 35 7 15 12 11 No. of Students Reported = 9,999 1 3	1 31 8 14 11 11 Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 1123 2 4 2 2 2 2 2 2 No. of Students Reported = 9,999 3 13 3 7 5 5	1 31 8 14 11 11 Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 1123 2 28 4 2 2 2 2 2 2 No. of Students Reported = 9,999 3 1 3 3 7 5 5 1 31 8 13 10 10 4 4 2 4 4 4 5 3 5 5 5 4 5 3 5 5 5 5 5 6 6 6 6 7 8 7	Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/99999 1123 2 28 6 4 2 2 2 2 2 2 No. of Students Reported = 9,999 No. of Students	Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 1123 2 28 6 12 No. of Students Reported = 9,999	Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 1123 2 28 6 12 9 No. of Students Reported = 9,999	Lastnamexxxxxxxx, Firstnamex I. UIC: 1234567890 DOB: 99/99/9999 1123 2 28 6 12 9 12 4 2 2 2 2 2 2 No. of Students Reported = 9,999 N

Student Record Label

A Student Record Label is provided for each student assessed during the Spring 2008 cycle. The labels are mailed to the school for placement in the student record file (CA-60).

Section A contains the district name and code and the school name and code.

Section B contains the student's name, student's state unique identification code (UIC), the district student ID number (if provided by the school), date of birth, gender, grade level when the assessment was administered and the MME administration cycle.

Section C contains MME subject areas assessed, the scale score received, and the performance level the student attained in each subject area:

Level 1 - Advanced

Level 2 - Proficient

Level 3 – Partially Proficient

Level 4 – Not Proficient

Lastnamexxxxxxx	x, Firstnamex I.	12345 DISTRICT NAME A 54321 SCHOOL NAME						
UIC# 1234567890	Subject	Scale Score	Performance Level					
STU# 0123456789 DOB- MM/DD/YY	ELA Total		C					
Gender-M	• Reading							
Grade-12 B	• Writing							
Carina 2000	Mathematics							
Spring 2008	Science							
mme _™	Social Studies							

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Parent Report

The intent of the Parent Report is to provide a summary description of their student's performance in each subject area assessed on the MME. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

Section A identifies the title of the report, the grade level the student was in when the assessment was administered, the assessment cycle, the district name and code, and the school name and code where the student was enrolled at the time the assessment was administered.

Section B provides the name and state unique identification code (UIC) of the student.

Section C provides general description of the performance levels reported for individual subjects.

Section D provides information to parents about how to interpret and use this report.

Section E provides a letter to parents from Michigan's Superintendent of Public Instruction concerning their students' academic achievement on the MME.

Section F provides a summary of students' academic achievement on the MME including scale scores and performance levels for each subject.

Section G provides blank space for address labels so that the parent reports can be mailed to students' homes.

Section H describes the multiple components of the MME.

Section I provides information about the Michigan Promise scholarship and instructions on how to find additional assistance interpreting the Parent Report.

Sections J1-J5 describe how the student performed in each subject area, on each subject area strand, and the total points possible for the strand. The brief explanation for each subject area provides the performance level score the student attained and the accompanying scale score, as well as information on how the student's performance relates to Michigan high school standards. For example, if a student received a Level 2 on the MME mathematics assessment, that student is "Proficient" in Michigan high school standards.

Section K describes students' overall ELA performance, which is the average of the reading and writing scale scores.

Section L provides students' results on the ACT assessments.

Section M provides students' results on the WorkKeys assessments.

NOTE: The MME results for individual students are most reliable at the overall subject area scale-score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported subject area scale scores and performance levels provide accurate information for each subject.

Student subscores for strands are also provided in these Parent Reports. These are less reliable measures than subject scores and performance levels because there are fewer items within strands than on the total subject test. These results provide an approximate measure of the level of performance of the student.

Parents should be careful in drawing conclusions about a student's strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.

Firstnamex I. Lastnamexoxxxxxxx UIC: 1234567890

Page 4
DRAFT

Parent Report



Grade 11 Spring 2008 DRAFT 3-05-08

School Name: SUPERIOR HIGH SCHOOL School Code: 34567

Report For:

Firstnamex I. Lastnamexxxxxxxx

UIC: 1234567890



Dear Parent or Guardian

In March 2008, Firstnamex I. Lastnamexoxxxxx took the Michigan Merit Examination (MME). This assessment provides students an opportunity to be eligible for the Michigan Promise scholarship administered exclusively by the Michigan Department of Treasury (www.michigan.gov/promise). The MME measures what students know and can do, based on high school content standards.

The MME includes ACT Plus Writing™ college entrance exam, and two WorkKeye™ job skills assessment components (Reading for information and Applied Mathematics). The ACT Plus Writing™ and WorkKeye™ assessments alone do not fully salistly Michigan's core content expectations for high school, so the MME also includes components in math, solence, social studies, and persuasive writing developed specifically for Michigan students.

The MME results presented in this report provide a valid and reliable assessment of Firstnamex's overall performance (on a combination of the ACT Plus Writing™, WorkKeys™, and the Michigan-specific components) in each content area assessed. This report also includes Firstnamex's separate scores for ACT Plus Writing™ and WorkKeys™.

We encourage you to discuss these results with teachers and other school professionals who have the benefit or knowing your student on a more personal level. These professionals can use the MME results, and other assessment and classroom performance information, to provide a more complete analysis, and to help you plan for your student's continued learning. Students have a greater opportunity to succeed academically when parents, teachers, and counselors work together.

Sincerely.



Mike Flanagan Superintendent of Public Instruction State of Michigan



SPACE FOR THE ADDRESS LABEL



What is the Michigan Merit Examination?

The Michigan Merit Examination (MME) includes three major components: the ACT college entrance examination, the WorkKeys reading and mathematics assessments, and Michigan assessments which round out the coverage of Michigan's high school core content expectations.

The ACT is the most widely accepted sollege entrance examination in the United States. It assesses high school students' general educational development and their potential to be successful in college-level coursework. The ACT exam includes assessments of English, mathematics, reading, science reasoning, and writing. The ACT results are accepted by most colleges and universities for college entrance.

WorkKeys is a job skills assessment system measuring real-work will be seligned to support economic and workforce development programs. The MME Workfeys ormponents assess reading for information and applied mathematics. Skills assessed by the WorkKeys are valued by Michigan employers, colleges, and technical training institutions.

The Michigan components of the MME Include aspects of science, mathematics, social studies, and persuasive writing that are not covered by the ACT or WorkKeys assessments.

One of the current requirements for early receipt of Michigan Promise scholarship funds is success on the Michigan Merit Examination. The Michigan Promise scholarship is designed to help fund the first two years of college or technical training after high school graduation.

If you have questions about the MME or this report, please talk to your student's counselor or principal, who will be able to assist you in interpreting this information.



For more information, please visit www.michigan.gov/mme

Michigan Merit Exam Results for Firstnamex

Subject	Scale Score	Performance Level	_
MME Mathematics MME Science MME Social Studies MME Reading MME Withing MME Withing MME Total English Language Arts	1022 1170 1056 1101 1199 1150	4-Not Proficient 1-Advanced 3-Partially Proficient 2-Proficient 1-Advanced 2-Proficient	F

Performance Level Descriptors

Level 1: Advanced

The student's performance exceeds State high school standards and indicates substantial understanding and application of key concepts defined for inchigan students. The student needs support to continue to expert.

Level 2: Proficient

The student's performance inditates understanding and application of lev state high school standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.

Level 3: Partially Proficient

The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the state high school standards defined for Michigan students.

Level 4: Not Proficient

The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the state high school standards defined for Michigan students.

Care must be taken in understanding the results of these assessments. Your student's scores reflect performance on a given day under standardized administration procedures. The standardized scale scores are the most stable of your student's scores. Strand scores within subject may un'y more.

We encourage parents to dhous these results with your student's teachers, counselor, or principal. They can provide more information by using results from other assessments and classroom performance. Your student's teachers and counselor are in the best position to provide guidance in designing appropriate instruction for your student.

because fewer items are u measure strands.

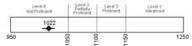
Spring 2008 Run Date: mm/dd/yy batchxxx-dstschoode-0000000

Firstnamex I. Lestnamecoccoccx UIIC: 123467890 Mathematics, Science, and Social Studies

Page 2

MME Mathematics: Your student's mathematics scale score is reported on the graph below.

DRAFT



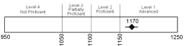
Points Mathematics Subscores Earned Possible Correct Reasoning about Numbers 12 25% Calculations, Algorithms 35 23% Math Reasoning, Logic, & Proof 33% Expressions, Equations 20 25% Functions 12 33% Families of Functions 33% Figures & Properties 24 38% Relationships between Figures 50% Transformations of Figures Univariate Data: Distributions 17 29% Bivariate Data: Relationships 0% Probability Models, Operations 50%

The goal of mathematics education is for all students to develop mathematical power to participate fully as citizens and workers in our contemporary world. High school mathematics includes the study of (a) quantitative literacy and logic, (b) algebra and functions, (c) geometry and trigonometry, and (d) statistics and probability.

A STUDENT WHO PERFORMED AT THE NOT PROFICIENT LEVEL: Requires intensive intervention and support to improve achievement. The student did not demonstrate mathematical skills and concepts consistent with high school content expectations.



MME Science: Your student's science scale score is reported on the graph below



Science Subscores	Points Earned	Points Possible	% Correct
Construct Scientific Knowledge	32	35	91%
Reflect on Scientific Knowledge	6	8	75%
Use Life Science Knowledge	10	15	67%
Use Physical Science Knowledge	10	12	83%
Use Earth Science Knowledge	9	12	75%

During the initial high school years, students develop, defend, and critique theories; they also reflect on the science of living things, the physical world around them, and the elements and processes that make up and affect Earth. They construct new scientific knowledge by implementing inquiry skills to develop models that will test scientific theories about the universe. They use quantitative and qualitative data to support generalizations. They reflect on symmittic knowledge by evaluating limitations of evidence used to support devisions about their lives and society.

A STUDENT AT THE ADVANCED LEVE.

Can design, conduct, and relique investigations based on abstract Can design, conduct, and relique investigations based on abstract can design, conduct and relique investigations and an abstract concepts. They are well positioned to continue their education and careers with a strong basis in science, technology, critical thinking, and investigation skills. With instructional support, these students should continue to excel.

MME Social Studies: Your student's social studies scale score is reported on the graph below.

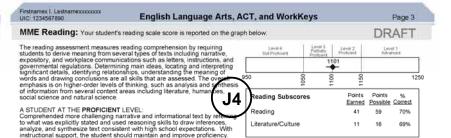
	Level 4 Not Proficient	Level 3 Partially Proficient	Level 2 Proficient	Level 1 Advanced	
		1056			
950		920	3 \$		1250

Social Studies	Subscore	s	Points Earned	Points Possible 10	% Correct 40%
History			4	10	40%
Geography			4	10	40%
Civics			5	10	50%
Economics			4	10	40%
Inquiry			2	5	40%
Discourse & De	cision Mak	ing	3	10	30%

The goal of Social Studies is to prepare students to be responsible citzens Responsible citzens demonstrate knowledge of history, civics and government, economics, and geography, as well as have the ability to apply this knowledge to everyday life. Thinking skills developed within the Social Studies curriculum must be practiced and applied as a way to maintain our constitutional democracy, to respect core democratic values, and to understand the global connections of modern society. High school students need to evaluate different viewpoints when making decisions about public concerns, and to have the ability to express their conclusions in writing in a clear and organg-def manuer.

A STUDENT WHO IS PARTIALLY PROFICIENT:
The partially proficient student needs assistance to improve 3 achievement. The student displayed an incomplete body of knowledge about social studies information and concepts. These streams deed difficulty in using key social studies knowledge and skills in their decisions as they become responsible critizens in a democratic society. (see www.michigan.gov/socialstudies)

The diamond indicates your student's scale score for the tested subject. This is your student's overall subject scale score and is used to determine the level your student achieved. The horizontal bar indicates the Standard Error of Measurement. If your student had taken this same test or a similar test on another day, he/she would likely have scored within this range.



MME Writing: Your student's writing scale score is reported on the graph below.

The MME Witting assessment contains three separate measures of writing. The ACT Writing letst, the Michigan civic writing prompt, and The ACT English test. The ACT Writing test and the Michigan civic writing prompt are direct measures of students' ability to write persuasively about a given topic. The ACT English test uses multiple-choice items to test revising and editing of standard conventions of written English (punctuation, grammar and usage, sentence structure, organization and style) in context within various writing formats. Your student's constructed responses to the two writing prompts and the responses to the multiple choice items on the ACT English test all contribute to the TME Writing score.



A STUDENT WHO PERFORMED AT THE ADVANCED LEVEL Demonstrated clear and consistent understanding of the Michigal High Shoot Content Expectations measured by the three portions of the writine test. With instructional support, the student should continue to excel in writing achievement and in demonstrating the process and conventions of writing.

 Writing Subscores
 Points Earned Possible Correct

 Writing/Expressing
 89
 99
 90%

 Language
 60
 67
 90%

MME Total English Language Arts: Your student's Total English Language Arts scale score is reported below.

The ELA score is the avorage of the student's reading scale score and writing scale score.

N	Level 4 ot Proficient	Partially Proficient	Level 2 Proficient	Level 1 Advanced	
			11	50	
950	9	3 8			1250

ACT:

Students took the ACT as one part of the MME. The ACT consists of four multiple-choice tests (English, Mathematics, Reading, and Science) and a Wifting test. All questions on the ACT measure content from the Michigan Curriculum Framework. In addition, the ACT provides a measure of college readiness. The four multiple-choice ACT tests are scored on a scale of 1 to 36 The ACT Composite score is the average of the four multiple-choice test. The ACT Writing Test is scored on a range of 2–12. An English/Writing score is also provided on a scale of 1 to 36 and is based on the ACT English Test and the ACT Writing Test.

Component	Score	Component	Score
English	18	Composite	32
Mathematics	22	English/Writing	16
Reading	15	Writing	12
Science	34		

A student who met ACT's College Readiness Benchmarks is generally ready to succeed in first-year college-level work. The Benchmark scores are: 18 for English, 22 for Math, 21 for Reading, and 24 for Science.

WorkKeys:

WorkKeys Reading for Information and Applied Mathematics assess the foundational skills needed for virtually any job. The assessments measure portions of the content in the Michi Curriculum Framework.

Component Level Score
Reading for Information <3
Applied Mathematics 5

The Level Scores reported for the WorkKeys tests range from 3-7. Level 3 is the lowest level complexity and Level 7 is the highest level of complexity. Each level is built on the previous one, so a score at Level 5 means the test taker has successfully met the requirements of Leve 3 and 4. The test scores relate to the skill ranges and how the test taker performs relative to the ranges. Additional information on the Workfeys Foundational Skills Assessments can be located at http://www.ac.u.org/workfeys/assess/foundational.html

Individual Student Report

The intent of the Individual Student Report is to provide detailed performance information about individual students to teachers and other school personnel. A sample individual student report is presented on the following page.

Section A identifies the title of the report, the grade level, the assessment cycle, the district name and code, and the school name and code.

Section B contains the student demographic information provided by the school: student name, local district student ID number, date of birth, the student's state unique identification code (UIC), and subgroup classifications for English language learner (formerly LEP), special education, gender, and ethnicity.

Section C contains MME Components (or subjects) the student took, the scale score received, and the performance level the student attained in each area.

Section D provides individual student data for each MME subject area, which administration the student tested in, whether the student had accommodations, and subscores within the subjects. It includes the possible points and points earned, scale score, and performance level.

Section E displays the student's scores on the constructed response portions of the MME, including the ACT writing prompt, and the Michigan social studies prompt scored for both writing and social studies. It includes the points earned and possible points, condition code if applicable, and comment codes.

Section F displays the student's scores on the ACT as provided by ACT.

Section G displays the student's scores on the WorkKeys as provided by ACT.



INDIVIDUAL STUDENT REPORT



District Name: WANTTOBETTER PUBLIC SCHOOL

District Code: 00040

Grade 11 Spring 2008

School Name: SUPERIOR HIGH SCHOOL

School Code: 34567

Student Name: Lastxxxxxxxx, Firstxxxxx I.

District Student ID: 0123456789 Date of Birth: MM/DD/Y English Language Learner: N Formerly LEP: Y Gender: M

SpecEd: N Ethnicity: American Indian/Alaskan Native (1)

State UIC: 1234567890

• MME Writing 1139 2 - Proficient

Component

Score Performance L MME Total ELA 1063 3 - Partially Proficiel MME Reading 987 4 - Not Proficient

Scale MME Mathematics MME Science

Score Performance Level 1225 1 - Advanced 1096 3 - Partially Proficient MME Social Studies 1002 4 - Not Proficient

Eamed / Possible Points Scale Score Performance Level Michigan Merit Examination Subscores MME Total English Language Arts 3 - Partially Proficient Accommodations: Standard MME Reading 4 - Not Proficient Administration: Initial Accommodations: None Subscores: 22 / 59 4 / 16 Reading Literature/Culture MME Writing 2 - Proficient Administration: Initial Accommodations: None Subscores: Writing/Expressing 80/99 Language 45 / 67 MME Social Studies 1002 4 - Not Proficient Administration: Initial Accommodations: None Subscores: 5/10 History Geography 6/10 Civics 4/10 Economics 7 / 10 4/5 Inquiry Discourse & Decision Making 5/10

	Constr	icted Respon	se	
/		tings ssible Points	Condition Code	Comment Codes
ACT Writing	E / X	/12	01	
Michigan Writing	X/6	X/6		6.7
Michigan Social Studies	X/5	X/5		1. 2. 3. 4. 5

Michigan Merit Examination Subscores	Earned / Possible Points	Scale Score	Performance Level
MME Science		1096	3 - Partially Proficien
Administration: Accommodated			
Accommodations: Standard			
Subscores:			
Construct Scientific Knowledge	20 / 33		
Reflect on Scientific Knowledge	7 / 10		
Use Life Science Knowledge	8 / 15		
Use Physical Science Knowledge	7/12		
Use Earth Science Knowledge	8/12		
MME Mathematics		1225	1 - Advanced
Administration: Makeup			
Accommodations: None			
Subscores:			
Reasoning about Numbers	8/10		
Calculations, Algorithms	35 / 37		
Math Reasoning, Logic, & Proof	5/5		
Expressions, Equations	16/18		
Functions	14 / 15		
Families of Functions	6/6		
Figures & Properties	22 / 23		
Relationships between Figures	2/2		
Transformations of Figures	2/2	-	
Univariate Data: Distributions	17/18		
Bivariate Data: Relationships	1/1		
Probability Models, Operations	1/2		
The state of the s	1		

		ACT		Workk	eys
Component	Score	Component	Score	Component	Level Score
English	18	Composite	32	Reading	<3
Mathematics	22	English/Writing	16	Mathematics	5
Reading	15	Writing	12	an isolate to the control of the con	<i>3</i> //
Science	34				7

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Demographic Report

The Demographic Report provides a summary breakdown of scores by demographic subgroup for each subject area assessed. A sample demographic report is presented on the following two pages. Summary data reported includes the number of students assessed in each subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students placing in the "Advanced" or "Proficient" performance level within each subject area. The Demographic Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

The demographic subgroup scores are reported by school and district. The demographic subgroups reported are:

- Gender
- Ethnicity
- Economically Disadvantaged (ED)
- English Language Learners (ELL)
- Formerly Limited English Proficient (FLEP)
- Migrant
- Homeless

Accommodations subgroups are also reported as follows:

- Standard accommodations (all students)
- Non-standard accommodations (all students)
- Standard accommodations (for English language learners)
- Non-standard accommodations (for English language learners)

NOTE: Students that have been enrolled in your district for less than one full academic year (LTFAY) at the time of the MME administration are not reported as a subgroup on this report. Calculation of this data for AYP purposes will be determined from the enrollment data submitted via the Single Record Student Database (SRSD). LTFAY is defined by NCLB as less than three prior count days. The count days a student must be enrolled in your district are Spring 2008, Fall 2007, and Spring 2007.

Section A identifies the title of the report, the student population included in the report, the grade level, and the assessment cycle. The district name and code and school name and code are also provided.

Section B lists the demographic subgroups, as well as the total student population being reported. Ethnicity subgroups are defined by federal requirements.

Section C reports the number of students included in the subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students placing in the "Advanced" or "Proficient" performance level within each subject area.

This is a multiple-page report with ELA scores reported on one page and mathematics, science, and social studies scores reported on another page for each of the three student population groups:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)



SCHOOL DEMOGRAPHIC REPORT All Students

DRAFT 3-03-08



District Name: WANTTOBETTER PUBLIC SCHOOL District Code: 00040

Grade 11 Spring 2008

School Name: SUPERIOR HIGH SCHOOL

School Code: 34567

		M	ME F							ME I			1				ME TO				
	No. of Students	Mean Scale	Level 1				Levels	Students	Mean Scale	Level i				Levels	No. of Students	Mean Scale	Level			4	Levels
	Assessed	Score	4	3	2	1	182"	Assessed	Score	4	3	2	1	182"	Assessed	Score	4	3	2	1	18.2
	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
									+	C)										
	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
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e	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
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	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
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Yes	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
No	<							<							<						
Yes	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
No	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
cient	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
	999.999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
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	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%
	999,999																				
	No Yes	B 999,999 999,999 999,999 999,999 999,999 999,999 Yes 999,999 No Yes 999,999 No 999,999 No 999,999 999,999 999,999 999,999 999,999 999,999 999,999	No. of Students Scale Assessed Score 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234 No < Yes 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234 999,999 1234	No. of Students Scale Assessed Score 4 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% Yes 999,999 1234 0% Yes 999,999 1234 0% No < Yes 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0% 999,999 1234 0%	B 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% Yes 999,999 1234 0% 0% Yes 999,999 1234 0% 0% Yes 999,999 1234 0% 0% 999,999 1234 0% 0% Yes 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0% 999,999 1234 0% 0%	B 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% Yes 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100% 999,999 1234 0% 0% 100%	Students Scale Level Level Level 1 1 2 2 1 2 3 3 2 3 3 3 3 3 3	B Students Scale Level Level	No. of Students Scale Level Le	No. of Students Score Assessed Score Assessed Score Assessed Score Assessed Ass	No. of Students Students Students Scale Level Leve	No. of Sudents Score Level Level	No. of Students Scale Level Level Level Level Scale Level Leve	No. of Students Scale Assessed Scale Level Level Level Level Students Scale Assessed Scale Level Level Level Scale Assessed Scale Level Leve	No. of Students Scale Level Level Level Level Sudents Scale Level Level Level Sudents Scale Level Level Level Level Scale Level Leve	No. of Students Students Score Level Lev	No. of Students Score Level Level	No. of Students Score Level Le	No. of Measy Assessed Score Level Level	Shudents State Level L	Shudents Shudents Score Level Level

^{*} Due to rounding, might not equal the sum of levels 1 and 2.

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^{**} Results for these students are not valid and not reported.

<= No summary scores provided if <10 students

Summary Report

The Summary Report provides a comparative set of mean scale score information for the grade level by subject area and the percentage of students in the district or school (or for the entire state) at each performance level. A sample summary report is presented on the following two pages.

Section A identifies the title of the report, the student population included in the report, grade level, assessment cycle, district name and code, and school name and code.

Section B gives summary data for each subject area, including number of students assessed, mean scale score, mean scale score margin of error¹, percentage of students attaining each performance level, and percentage of students placing in the "Advanced" or "Proficient" performance level within each subject area.

Section C gives summary data for each strand (or for each standard in Mathematics). The summary data reported includes the descriptor for each strand, the number of students assessed, the mean points earned, the total number of points possible, and the percentage of students earning each point value.

Section D gives summary data about ACT writing prompt scores including mean scores, percentage of student responses receiving each score point category (2 - 12), and frequencies with which students were assigned specific condition codes.

Section E gives summary data about the Michigan developed persuasive civic writing prompt as scored for social studies and writing content. It includes mean scores, percentage of student responses receiving each score point category (0-6), and frequencies with which students were assigned specific condition codes and comment codes.

NOTE: Separate pages for Sections C, D, and E will be provided for each administration (Initial, Makeup, and Accommodated). Students in the "Other" administration (the emergency administration or any combination of multiple administrations) are not reported in Sections C, D, and E.

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¹ Scale score margin of error is equivalent to the Mean score ±1 standard error of the mean. This is the likely range within which the true average scale score would fall for the students listed on this report.



SCHOOL SUMMARY REPORT



All Students Grade 11 Spring 2008

Draft Revised 3/5/2008

School Name: SUPERIOR HIGH SCHOOL School Code: 34567

MME DEADING

District Code: 00040

MODEL INC.	* No. of	Sca	de Score	Performance Levels								
Year	Students Assessed	Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2				
Scale S	core Range	xx	xx-xxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx				
2008	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%				
2007	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%				

MME MATHEMATICS

	* No. of	Sca	le Score	Performance Levels								
Year	Students Assessed	Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2				
Scale S	core Range	xx	xx-xxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx				
2008	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%				
2007	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%				

MME WRITING

Year Students Assessed Scale Score Range 2008 999,999	Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels
	XXX					**************************************	1 & 2
2009 000 000		x-xxxx	XXXX-XXXX	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx
2006 999,999	xxxx x	xxxx-xxxx	100%	100%	100%	100%	100%
2007 999,999	xxxx x	xxxx-xxxx	100%	100%	100%	100%	100%

B MME SCIENCE

Н		* No. of	Sca	le Score		Perf	formance Le	vels	
	Year	Students Assessed	Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
	Scale S	core Range	xx	xx-xxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx
ĺ	2008	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%
	2007	999,999	xxxx	xxxx-xxxx	100%	100%	100%	100%	100%
1									

MME TOTAL ENGLISH LANGUAGE ARTS

Date:	* No. of	Sca	le Score	Performance Levels												
Year	Students Assessed	Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2								
Scale Score Range		XX	xx-xxx	XXXX-XXXX	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	XXXX-XXXX								
2008	999,999	XXXX	XXXX-XXXX	100%	100%	100%	100%	100%								
2007	999,999	XXXX	XXXXX-XXXXX	100%	100%	100%	100%	100%								
		_														
		_														

MME COCIAL CTUDIES

Α.	Students	Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels
Scale Scor	ra Panna	1-3450			- conceens		Triarialica	182
Scale Score Range		XX	xx-xxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxxx	xxxx-xxx
2008	<	į l	05 55 01 5		15 0			
2007 9	999,999	XXXX	XXXX-XXXX	100%	100%	100%	100%	100%

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Michigan Merit Examination

Includes all administrations.
 This is the likely range within which the true mean scale score would fall for the students listed on this report.
 Due to rounding, percents may not sum to 100%.

< = No summary scores provided if <10 students



District Code: 00040

SCHOOL SUMMARY REPORT

All Students

Grade 11 Spring 2008 Initial Administration Draft Revised 3/5/2008

mme Michigan Merit Examination

School Name: SUPERIOR HIGH SCHOOL School Code: 34567

Subscores	No. of Students Assessed	Mean Points	Possible Points														
MME Reading				0	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55+			
Reading	999,999	99.9	59	0	0	100	0	0	0	0	0	0	0	0			
Literature/Culture	999,999	99.9	16	0	0	0	100					4					
MME Writing				0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-99			
Writing/Expressing	999,999	99.9	99	0	3	4	15	11	12	18	22	7	6	2			
Language	999,999	99.9	67	0	0	0	0	0	0	100	0	9					
MME Mathematics				0	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	37+			
Reasoning about Numbers	999,999	99.9	12	30	35	25	10										
Calculations, Algorithms	999,999	99.9	35	0	25	10	15	8	0	42	0	0	0				
Math Reasoning, Logic, & Proof	999,999	99.9	6	35	40	25											
Expressions, Equations	999,999	99.9	20	30	35	20	0	0	15								
Functions	999,999	99.9	12	35	40	25	0	2000	1043								
Families of Functions	999,999	99.9	6	30	50	20	-3										
Figures & Properties	999,999	99.9	24	0	0	0	0	0	100	0		2					
Relationships between Figures	999,999	99.9	2	0	0)									
Transformations of Figures	999,999	99.9	1	0	0												
Univariate Data: Distributions	999,999	99.9	17	0	0	0	0	100	0				4				
Bivariate Data: Relationships	999,999	99.9	1	0	100			1									
Probability Models, Operations	999,999	99.9	2	0	100												
MME Science			+ +	0	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33+				
Construct Scientific Knowledge	999,999	99.9	35	3	7	15	5	20	0	33	15	2	0				
Reflect on Scientific Knowledge	999,999	99.9	8	37	3	60											
Use Life Science Knowledge	999,999	99.9	15	27	23	33	17	0									
Use Physical Science Knowledge	999,999	99.9	12	30	27	22	21										
Use Earth Science Knowledge	999,999	99.9	12	25	32	21	22										
MME Social Studies				0	1	2	3	4	5	6	7	8	9	10			
History	999,999	99.9	10	5	33	12	5	27	7	6	4	0	0	1			
Geography	999,999	99.9	10	10	11	27	15	25	0	2	7	0	2	- 1			
Civics	999,999	99.9	10	20	12	8	20	15	21	0	0	3	1	0			
Economics	999,999	99.9	10	20	29	31	1	3	6	0	3	5	1	1			
Inquiry	999,999	9.9	5	22	18	20	8	22	10								
Discourse & Decision Making	999.999	99.9	10	6	12	16	22	17	11	7	3	2	1	1			

\bigcirc	ACT Constructed Response	Mean Score	107907	77 - 17					t Respo					Number of Stud Condition	
		00010	2	3	4	5	6	7	8	9	10	11	12	01*	02*
	Writing	7.4	6	12	.11	15	13	- 8	6	7	- 8	4	5	999,999	999,999

Michigan Constructed	Mean	E	10,700	rcent of	CAUMAN.				Number of Con	Students F dition Cod					or of Stude	ents Rece t Codes	iving		
Response	Score	0	1	2	3	4	5	6	A	В	C	1	2	3	4	5	6	7	- 8
Writing	4.7	5	11	16	17	22	15	14	999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999
Social Studies	3.9	5	17	15	22	19	22		999,999	999,999	999,999	999,999	999,999	999,999	999,999	999,999			

Not included in the number of students assessed. Due to rounding, percents may not sum to 100%.

Page 2 of 4

Spring 2008 Run Date: mm/dd/yy batchxxx-dstschcode-0000000

Comprehensive Report

The Comprehensive Report provides a comparative set of mean scale score information for the grade level for the entire district and for each school in the district (for a district report). For an ISD report, it provides the data for the ISD as a whole and for each district and public school academy in the ISD. It also includes the percentage of students in each school at each performance level. A sample *ISD* comprehensive report is provided on the following page.

Section A identifies the title of the report, the student population included in the report, grade level, assessment cycle, and ISD name and code.

Section B of a *district* comprehensive report provides a row of data for the district, and a row of data for each public school within the district. Each row includes the number of students assessed, the mean scale score and the percentage of students at each performance level along with the percentage of students who achieved a Level 1 or 2.

For an *ISD* comprehensive report, there is one row of data for the ISD, one row for each public school district in the ISD, and one row for each public school academy in the boundaries of the ISD.



ISD Code: 99

ISD COMPREHENSIVE REPORT

Public - All Students



Grade 11 Spring 2008

DRAFT Revised 3/4/2008

			MME	READ	ING		3	llogarage :	MME WRITING								MME TOTAL ELA						
	No. of Students	Mean Scale	Lovel	Level	ercent a		Levels	No. of Students	Mean Scale	Level	Level	ercent a	t Level	Levels	No. of Students	Mean Scale	Level	Level	Percent :	at Level	Level		
	Assessed	Score	4	3	Level 2	1	182	Assessed	Score	4	3	2	1	182"	Assessed		4	3	2	1	18.2		
THE GREATEST ISD	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC DISTRICT NAME 1	<							<							<								
PUBLIC DISTRICT NAME 2	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC DISTRICT NAME 3	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC DISTRICT NAME 4	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC DISTRICT NAME 5	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC DISTRICT NAME 8 (B)	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC DISTRICT NAME 7	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC DISTRICT NAME 8	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC CHARTER NAME 1	999,999	1234	9%	0%	100%	0%	1.00%	999,989	1234	0%	6%	100%	0%	100%	999 989	1234	0%	0%	1:00%	0%	100		
PUBLIC CHARTER NAME 2	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC CHARTER NAME 3	999 999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	6%	100%	0%	100		
PUBLIC CHARTER NAME 4	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
PUBLIC CHARTER NAME 5	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100%	999,999	1234	0%	0%	100%	0%	100		
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Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

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^{*} Due to rounding, might not equal the sum of levels 1 and 2.

< = No summary scores provided if <10 students

CONTACT INFORMATION

High school administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MME administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities, or the English Language Learner (ELL) Program, please contact the Michigan Department of Education, Office of Educational Assessment and Accountability, using the contact information listed below:

Office of Educational Assessment and Accountability

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